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AUTHOR Gotvaslee, Laura
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ABSTRACT

A lack of parent education programs in a rural midwestern county has denied rural families the support, advice, and education a parenting program would provide. Questionnaires were provided to 7 professionals and 13 parents in the county to determine if there was a need for parenting classes. The survey determined a need and concluded that no other classes were available in the area. A packaged parent education program was adopted to allow participation by the entire family and then implemented with 22 participants in 6 families. Twelve weekly sessions covered child development, self-esteem, discipline, and rule setting. Results of a pretest/posttest survey and the Parenting Quiz indicate that participants' knowledge increased at the end of the program. Weekly evaluations also indicated that the classes were useful and that participants learned information that would give them a new approach to parenting. The program was deemed a success and will be offered again in the fall of 1996. Data tables show results of questionnaires and pretest/posttest. Appendices include needs assessment questionnaire and evaluation questionnaires. (TD)

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ED 402 114

ADAPTING PACKAGED PARENT EDUCATION PROGRAMS TO MEET THE NEEDS OF FAMILIES IN RURAL AREAS

by

Laura Gotvaslee

Cohort 10F

A Practicum Report Presented to the
Master's Program in Life Span Care and Administration
in Partial Fulfillment of the Requirements
for the Degree of Master of Science

NOVA SOUTHEASTERN UNIVERSITY

1996

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Authorship Statement

I hereby testify that this paper and the work it reports are entirely my own. Where it has been necessary to draw from others, published or unpublished, I have acknowledged such work in accordance with accepted scholarly and editorial practice. I give testimony freely, out of respect for the scholarship of other workers in the field and in the hope that my own work, presented here, will earn similar respect.

06-14-96
Date

Laura A Gotwalt
Signature of Student

Abstract

Adapting packaged parent education programs to meet the needs of families in rural areas. Gotvaslee, Laura A., 1996: Practicum Report, Nova Southeastern University, Master's Programs in Life Span Care and Administration. Descriptors: Parent Education/ Parenting/ Parenting Education Pro_ams/ Rural Family/ Program Development/ Parenting Programs/ Adapting Parent Education Programs.

A lack of parent education programs has denied families in rural areas the support, advice and education a parenting program would provide. Questionnaires were provided to professionals and parents in the county to determine if there was a need for parenting classes. The survey determined a need and concluded that no other classes were available in the area.

The author adapted a packaged parent education program in which the entire family could participate. The program was then implemented in twelve weekly sessions covering child development, self-esteem, discipline and rule setting.

The measurments of a pre-test/post-test survey (AAPI form A and

B) and the Parenting Quiz indicate that there was an increase in the participant's knowledge from the beginning to the end of the program. A weekly evaluation also indicated that the classes were useful and the participants learned information that would give them a new approach to parenting. It is felt that the program was a success and it is planned that the program will be offered again in the fall of 1996.

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Chapter 1

Introduction and Background

In this chapter the setting in which the problem occurs will be described, as well as my role in that setting.

The Setting in Which the Problem Occurs

The setting in which the practicum project was developed, administered and evaluated is a county social service office, located in a rural midwest state. The role of this multi-service agency is to organize and administer programs mandated by the state department of human services to individuals, families and children.

The county in which the practicum project took place has 1,223,800 acres and, according to the U. S Department of Commerce's 1990 census, a population of 6,548. The county, which is in a rural area, does not offer services such as counseling, parent education, etc., nor is there any means of public transportation to these services that can only be obtained in the nearest urban area which is 25 to 60 miles travel one way. This county also has a high unemployment rate that averaged 5.3 percent in 1994 (Job Service of North Dakota). The percentages of

unemployment range from 1.5 percent in June to September to 8.8 in January (Job Service of North Dakota).

The programs offered by this county social service agency are divided into two support areas, financial and social. These are funded by federal and state grants, as well as federal, state and county taxes. The financial programs available are AFDC (Aid to Families with Dependent Children), Food Stamps, Medicaid, Child Care Assistance and Fuel Assistance. The social support programs available are federal and state mandated, as well as the services offered on the county level. These include: Child Protection, Foster Care, Family Focused Services, Parent Aide, Prime Time Day Care, Children's Special Health Services, EPSDT (Early and Periodic Screening, Diagnosis and Treatment), and Homemaker/ Home Health Aide. Funding for these programs is federal, state and county. The financial programs named above, as well as Children's Special Health Services and Homemaker/Home Health Aide, require the client to meet certain financial requirements in order to be eligible for services. The remainder of the programs do not. Services can be accessed Monday though Friday from 8:00 a.m. to 4:30 p.m. A social worker is on call virtually 24 hours a day for crisis intervention. The

eligibility workers conduct an outreach clinic once a month for those clients who do not have transportation to the social service office. Many individuals access services directly, while others are referred for services by hospitals, health professionals, fuel dealers, mental health professionals and social workers, just to name a few. If services are not available through the county social service agency, assistance is provided in obtaining the needed services.

The agency employs three eligibility workers for the financial programs, two social workers (of which I am one), an office clerk/receptionist and a county director. Also employed are four homemakers (two of which are home health aides and one a parent aide). The caseloads average 100 cases per eligibility worker with a increase during the Fuel Assistance season. The number of cases per social worker varies depending upon the type of program. The Family Focus program has a limit of six families per half-time worker, whereas the worker for the elderly service programs carries a caseload of approximately 50 clients.

The agency is administered by a social service board made up of five individuals, two of which are also county commissioners. Each

member of the board represents a different geographical area of the county. The length of service on the board ranges from less than one year to thirty plus years. The duty of the social service board is to oversee the operation of the agency. This is done at monthly meetings with the county director, who is in charge of day to day dealings with staff.

The student's role in the setting

This practicum project was completed by a licensed social worker who works with the children and family services programs, such as Family Focused Services (in-home family programs that help families in setting up goals/tasks to prevent potential child maltreatment), Foster Care (licensing and supervision), Children's Special Health Services (a financial program for children with health conditions), Crossroads (a child care program for girls who are still in high school), and backup for the child protection worker. The responsibilities involved with these programs are intake, assessment, case planning, case management, supervision and licensing, as well as referral to other services. Permission to do this project was granted by the county director.

I have a direct relationship to the problem situation as a number of

the families I work with express an interest in or are recommended to obtain parent education programs that do not exist. Since I am the social worker responsible for the family programs, the changes that were introduced by the practicum project, after permission was granted by the county director, became my responsibility.

I have seven years experience working as a social worker in this county agency. The duties of a social worker in a small rural agency include the traditional responsibilities such as case management and working with families. My responsibilities also include "other duties as assigned," which could mean anything from answering the telephone to providing transportation. Before being hired by this county social service agency, I completed a 200-hour practicum for a BSW degree with the same agency.

The experience I have regarding problem solving is demonstrated in working with children, families, courts and other systems on a daily basis. A large part of my responsibilities are to set up strategies, plans and services for clients.

Chapter 2

The Problem

This chapter defines and describes the practicum problem in operational terms. It also documents the problem in the work setting by analyzing, examining and explaining factors that contribute to its presence. Information from relevant sources, such as literature searches and colleagues, was examined and is documented in this chapter.

Problem Statement

A concern discussed with both professionals and parents, within the county, has been the lack of a parent education program to educate parents on normal development of children and ways to communicate with their children without conflict. A parent educational program would also provide support and guidance to parents. The lack of education programming is reflected in the number of families referred for parent education programs following an interaction with social services regarding child abuse and neglect issues. It is also reflected in the number of requests from agencies, such as the public health nurse and schools, regarding the possibility of programs to which they can refer families.

Parents and professionals agree that while parent education programs can be purchased as a packaged program, they do not always meet the needs of families. Most programs do not take into consideration that education programs should be beneficial to the entire family, not just the parents. Another thing packaged programs do not allow for are the busy schedules of families in the 1990's.

Families, in the county in which this project is being conducted, could benefit from the support, advice and education that a parenting program would provide. The rural nature of the county does not always allow for the possibility of referring families to programs located elsewhere, due to burdens such as vast distances, as well as geographic and social isolation (Wisconsin State Council on Vocational Education, 1990). Since it is unreasonable to believe one could change the rural nature of the county, the area of the problem to be concentrated on is the unavailability of the parent education programs in the county and how packaged programs could be adapted to meet the needs of rural families.

In summary, the perceived problem is the unavailability of parent education programs, especially those that consider the needs of families in rural areas.

Documentation of the Problem

The problem this project focused on was the unavailability of parent education programs in the rural areas. It was felt it was a problem because families in my county could benefit from the knowledge, support and advice they would receive by becoming involved in a parent education program.

Literature Search

A literature search was conducted by exploring several data bases using key terms such as parent education programs in rural areas, availability of parent education programs, adapting parent education programs and parenting programs. Information on the availability of parent education or adapting package programs was not found in abundance. However, a great deal of information was found on the effects parent education programs have on families. Brink and Chandler (1993) found that parenting classes were beneficial in building self-esteem in parents, which enccuraged them to pursue greater challenges. Masterpasqua, Meyer, Brooks and Miller (1992) found that by involving families in education programs, not only do the adults benefit, but the education also tends to follow the children into their adult years.

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Masterpasqua (1992) also found that by encouraging children to attend the parent education programs they "1) show enhanced knowledge of early child development, 2) generate more solutions to common child-parent problems, and 3) generate more nurturant and fewer physically violent parenting responses to these same parent-child conflicts" (p.4). One would think that this would lead to more effective caregiving and parenting in the future.

According to Noller and Taylor (1989) research on parent education programs has been generally weak due to the lack of follow-up evaluations and because the person conducting the research was usually the group leader. Noller and Taylor (1989) also found that in general the majority of participants in the parent education programs were mothers, a small percentage of parents attended as couples and at times husbands participated, only because their wives were attending.

In 1990 a research study was conducted by the Carnegie Foundation. The study showed that educators considered inadequate parenting the major problem facing American education. This concern was greater than the concerns regarding drugs, alcohol or teenage pregnancy (Wagonseller, 1992). Wagonseller (1992) believes that

although he continually hears professionals ask "Why offer parent education and training classes when parents won't attend anyway?", he feels this is "an excuse for professionals not to offer classes, rather than a valid question" (p.3). Steven A. Meyers (1993) stated that in order to be of utmost benefit to families, parent education programs must be structurally responsible and functionally applicable to the needs of the parents.

Research results have proven that when parents and professionals work as partners, children's grades go up and their behavioral problems decrease. With results such as these, and the concern expressed by society about how children are reared today, one would think that more communities would offer classes to teach families the needed skills and knowledge to be effective parents (Wagonseller, 1992). The skills and knowledge could be as simple as helping parents with daily communication with their children, basic child development, positive learning environments, as well as knowing the capabilities, needs and limitations of their children.

The Wisconsin State Council on Vocational Education (1990) developed a booklet to help agencies in developing effective programs in

rural areas. It was their feeling that the lack of parent education programs in rural settings may be because concepts utilized in urban settings do not always apply to rural settings.

According to Croake and Glover (1977) parent education as a phenomenon is very old and can be found as far back as 1800. The Society for the Study of Child Nature (known today as the Child Study Association of America) was founded in 1888 and is the oldest organization in the United States to have a continuous parent education program. The parent education program began in 1888 when the organization was founded and continues to this day (Croake & Glover, 1977).

Parenting continues to be a difficult task in the 1990's, one that requires a certain amount of knowledge and skill. For too many years it has been assumed that parenting is an acquired talent. Unfortunately, all one must do to disprove this theory is to listen to the nightly news or read the local newspaper. In reality, parenting does not come with a set of instructions and very few people are actually trained as parents. Because of the lack of this type of training there is a great need for parent education programs (Wagonseller, 1992).

There are many different types of parent education programs available on the market. Some deal with different age groups, such as toddlers or adolescents, while others are intended for step families. Elizabeth J. Sandell (1995) completed a review of parent education resources for adults with low English proficiency. In this review a group of ten paraprofessionals reviewed seven packaged parenting programs using ten criteria to determine which program they felt to be most beneficial to families. The problem with packaged parent education programs is that although one can purchase a program they tend to have shortcomings. For example, the shortest *Nurturing Program* available is a fifteen week/session program. Today many families, as well as facilitators, have difficulty committing to such a lengthy program.

The Problem in the County

To see if the problem described in the beginning of this chapter existed, I spoke with supervisors who worked in the area of children and family services. This was done for two reasons, first to see if they felt there was a need for parent education programs in the county and second to see if they were aware of any programs currently available to families. The supervisors voiced strong opinions supporting the need for parent

education programs in the county and were unaware of any programs currently available in the area. The next step in determining if there was a need for parent education programs in the county was to complete a needs assessment. A group of seven professionals, who serve the county in areas such as health, school counseling, Head Start, juvenile court and the county extension office, were included with a focus group of thirteen parents who were randomly picked from all areas of the county. Each member of the focus group completed a questionnaire (Appendix A) which asked if the participant felt there was a need for parent education programs and if so, what indicators have they seen or were they aware of that supported their statement of need. Everyone who completed a questionnaire indicated a need for parent education programs in the county. This was due to what they have seen in public, such as child behavior, how parents deal with their children, as well as interactions they have had with their own children. None of the twenty focus group participants were aware of parent education programs available in the county, except for a program offered by Head Start. However, the program offered by Head Start is a home based program for families involved in Head Start.

The problem was also documented by reviewing child protection case files where families were recommended, either by the court or by the Child Protection Teams, to obtain parenting classes, but were unable to comply with these recommendations due to the unavailability of a program. In 1995 a total of twenty-seven parents/families were referred for parent education. The number of parents known to have obtained parenting classes is zero, due in part to the unavailability of programs in the local area.

Analysis of the Problem

Tyree, Vance and Boals (1991) define parent education as "the process of providing knowledge and skills--such as: communicating with others, nurturing, developing self-esteem; and understanding the physical, mental, emotional, social, economic, and psychological aspects of interpersonal relationships that would enable individuals to effectively assume roles and responsibilities" (p. 9).

People are not born with the knowledge to automatically know how to parent and care for children. Parenting is a learned behavior that many people acquire over time. It is a skill learned throughout childhood by

parental role modeling, experiences such as babysitting, and education. Today many adolescents are becoming parents before they have had the chance to grow up and many people grow to be adults without the necessary skills needed to parent. They are not aware of normal human development, what behaviors are normal for certain ages or how to discipline without force, plus many are not emotionally ready to be parents. Because of this lack of knowledge, many children are in potentially abusive situations. It is for this reason that parent education programs are so very important.

The unavailability of parent education programs by itself does not seem like a huge problem, since the solution would be to provide a parenting class. However, in rural areas, such as the county in which this project is going to be carried out, many other factors come into play.

When providing parent education programs in a rural area one must take into consideration many different factors such as culture, schedules and transportation. Programs also are normally targeted to certain age groups, such as infants or adolescents, and with today's busy schedules families do not have the time to attend several different parenting programs.

In urban areas families have the option of walking to a class site if possible or using the city bus, cab service or even possibly a van provided by the program agency to transport them to the parenting class. In rural areas families are not always mobile and transportation such as this is not available. Even if a family does own a vehicle, which many of them do not, they do not always have the funds for gasoline.

There is no one program that I am aware of that takes into consideration these factors for the rural midwestern states. Therefore, programs must be adapted to meet the needs of the entire family in rural areas by taking into account culture, schedules, needs, etc. By doing this, the adapted programs should keep the drop out rates to a minimum.

Chapter 3

Goals and Objectives

Chapter two described the need for parent education programs adapted to meet the needs of families in the rural areas. It also explored the literature that supports the need for adapting parent education programs to meet the needs of the participants. This knowledge base supports the adapting of parent education programs. This chapter will define the goals and objectives for this practicum project with the basic intent to address/correct the identified problem.

Professionals in the county support the adapting of packaged education programs to make the programs more family friendly. Parents were also supportive of the availability of a parent education program. Parents and professionals who completed the needs assessment questionnaire indicated there was a need for the education and what indication they saw that supported why they felt there was a need.

Goals and objectives developed to impact the problem must logically address setting up a parent education program. This would include identifying and adapting a packaged program, as well as developing ways to measure the success of the program and adapting it

according to participant feedback.

The overall goal of this project is to adapt a packaged parent education program to meet the needs of families in rural areas.

The specific objectives will be divided into two different categories: identifying a suitable packaged program and adapting that program to meet certain identified needs of participants.

Based on the goal statement, the objectives are identified as follows:

1. To identify and adapt a suitable packaged parent education program.

   Measurement: An adapted program package will be available for use.

2. To complete a trial run of the program during the ten-week implementation period and to assess the suitability of the program.

   Measurement: The success of the trial run will be assessed by the attendance records of the participants and the suitability of the program will be assessed by participant and area professionals' feedback.

3. To increase parents knowledge of parenting skills.

   Measurement: This will be measured by a pre-test/post-test (permission is being sought to use the Adult-Adolescent Parenting Inventory-AAPI form A and B by Stephen J. Bavolek).

4. To prepare the adapted p rogram for ongoing use after the trial run.

   Measurement: A revised program protocol will be prepared and will incorporate the results of the feedback received as a result of the trial run.

Chapter 4

Solution Strategy

This chapter proposes a strategy which is anticipated to reach the goals and objectives outlined in Chapter 3. Existing programs will be reviewed and a description of the solution strategy will be provided.

Review of Existing Programs

Since parenting does not come with instructions, parent education programs are an effective way to teach parents ways to interact, within the family, to enhance desired behavior. However, in areas such as the rural midwest, parent education programs are not locally available to families. There are many reasons the programs are unavailable, none of which is the lack of interested families. Rural social service offices do not have the staff, nor the funds, to offer parent education programs. In rural areas, with small staff numbers and case loads that are average to high, there is limited staff time for extra programs. Funding for extra programs, in a time when social service budgets are being cut to the bare program necessities, is simply not available from a budget that has already been stretched to the maximum.

Small populated rural areas make it necessary to adapt parent education programs to involve the entire families and the education must be broadened to deal with all ages of children, as well as the different types of families (step, blended, etc.). Stanberry and Stanberry (1994) and Danoff, Kemper and Sherry (1994) found that if the entire family is involved in an education program it is less likely that they will drop out of the program before completion.

Families today come in every size, shape and style. Single parents, blended families, and sandwich families are emerging now more than ever before and families today need a variety of parent education programs in diverse settings. Programs could be held in the workplace during lunch hours or in the evening for the entire family. Incentives, such as free child care or assistance with transportation, could be offered to entice participation. Programs could also be offered by local school districts or PTA's. Programs do not need to be formal, but could be arranged as monthly group sessions with a particular topic for discussion.

To meet the needs of the parents/families who would benefit from parent education programs, the program must not only meet the needs of the families, but must also consider what circumstances keep families

from participating. The program must then develop ways in which to prevent these situations from occurring. Programs must be adapted to meet the needs of the families and situations such as transportation, child care and flexible program hours must be considered when programs are being offered in rural communities.

The reality is that all communities have families that could benefit from parent education programs and it is not always the "dysfunctional" families whom the programs could benefit.

Based on a review of the literature on parent education programs, a number of packaged programs which are commercially available, can be identified. Croake and Glover (1977) defined parent education as "the purposive learning activity of parents who are attempting to change their method of interaction with children for the purpose of encouraging positive behavior in their children" (p. 151). The parent education programs reviewed for this project include the definition/criteria quoted above. However, the programs tend to focus on a relatively small portion of the population. For example, *The Child Care Picture Book* series, which is available from Minnesota Early Learning Design, is intended for an audience of parents who are deaf or hard of hearing with children ages

0-2 years of age. Another example is the *Preparing for School in America* written by Ann Lovrien, M. A. intended for mothers of children ages three, four, and five years. Other programs reviewed were the *Nurturing Program* written by Stephen J. Bavolek, Ph. D. and Juliana Dellinger Bavolek, Ph. D., *Small Wonder*, by Merle B. Karnes, Ph. D., *Learning Together . . . for Hmong and Hispanic Families* prepared by Empowering Learners Collaborative, *Basic Parenting* by Martha Bullock Lamberts, Ph.D., and *Motheread/Fatheread/Baby Ready/Baby Steps* which is published by MOTHEREAD, Inc. The concern I have with these packaged programs is that all are designed only for parents, particularly mothers with children under the age of nine.

The *P.E.T. (Parent Effectiveness Training)* by Thomas Gordon Ph.D. program was also reviewed. This program is designed for parents with children of all ages. However, it deals only with resolving family conflict and does not touch on normal child development, age appropriate behavior, or the aspects of nurturing.

Another area in which parent education programming can be found is in the schools. However, according to Tyree, Vance and Boals (1991), a recent survey revealed that only 29 states have any type of parent

education program available as regular school curriculum.

Professionals in the community were also questioned about the different types of parent education programs that have been utilized in the past. Programs identified were the *Nurturing Program for Parents and Young Children* (Birth to 5 years old) by Stephen J. Bavolek, Ph.D and Juliana Dellinger Bavolek, Ph.D. and a type of active parenting class provided by a local school. These programs, however, are not offered to anyone who may be interested. The *Nurturing Program* is provided only to families involved with the local Head Start and is a home based program. The active parenting class was provided only once and has been determined to be the only parent education class available in the county in the last eight years. Again, the entire family was not included in the program and nothing was provided to make it easier for families to participate.

Description of Solution Strategy

It was apparent that a number of options were available for consideration in choosing a strategy to address the problem of the lack of parent education programs in the rural areas. I wanted the program to

include areas such as child development, behavior guidance techniques, self-awareness and ways of helping family members to be more empathetic. Therefore, after reviewing a number of packaged parent education programs, I found that the program *Nurturing Programs,* developed by Stephen J. Bavolek, Ph.D. and Juliana Dellinger Bavolek, Ph.D. would best meet the needs of families as a whole (since they are designed to involve both parents and children), would provide a range of information to families and would be the most adaptable program. This unique program is designed around several separate programs for different age groups. For example, Parents and Young Children (birth to five), Parents and Children (ages 4-12), Parents and Adolescents, as well as programs which focus on families with special needs children or adopted children.

During the practicum project I wanted to bring together three separate *Nurturing Programs,* in order to address the family as a whole, instead of focusing on a specific age group, as most of the parenting programs do. I would also set up on site child care in order to accommodate families with children under the age of two.

The *Nurturing Program* was designed around four main constructs

which I believe are essential to parenting. These are: 1) Appropriate developmental expectations that will increase parents knowledge of the developmental capacities of children at various ages. This will allow parents to better establish age appropriate expectations for their child's behavior. 2) Appropriate behavior encouragement techniques. This will allow parents to examine their beliefs about corporal punishment and teach parents alternatives to physical discipline. 3) Increasing self-awareness. This will help parents become more aware of their own personal needs and find ways to get those needs met. 4) Increasing parents ability to be empathetic. By doing this, parents will learn how to become more empathetic towards their children.

The *Nurturing Program* was easily adaptable to meet the needs of the entire family because it is designed to be held weekly, over a period of time. Because of this, and by using a pre-test questionnaire, it was determined in advance what areas would be most beneficial to families. This way, if a family is unable to commit to the entire program, they were advised as to which sessions would be most beneficial to them. It was stressed, however, that in order to be of maximum benefit to the families all the sessions should be attended. At the end of the implementation

period a post-test questionnaire was given to show the increased knowledge gained from the program.

During the ten-week implementation period a trial run of the parenting program was completed. Parents were given an evaluation at the end of each session (Appendix B) to rate how they felt about that session. At the end of the implementation period the evaluations were compiled to determine if the program was beneficial. The pre-test/post-test questionnaires (Appendix C and D) also allowed for determining the amount of knowledge gained for the entire program.

The strategy chosen provided the opportunity for families to attend a parent education program. The strategy, therefore, met the goals and objectives for the practicum project, which were identified in chapter three. Based on the end results, recommendations for future programs will be made in Chapter 6.

By providing an adaptable parent education program, the needs of entire families in rural areas were met even though some obstacles were encountered which would cause the implementation plans to be changed. Since the county where this practicum project is being carried out has not had a parent education program for some time, it was not

difficult to recruit participants.

Chapter 5

Strategy Employed

The problem, which was described and documented in Chapter Three, was the need to adapt parent education programs to meet the needs of families in rural areas. This was believed to be a significant problem, because prior to this project there were no parent education programs available, not to mention programs available for the entire family.

The angle of this project, which is unique, is the combining of three educations programs in order to provide an educational experience for the entire family. This, along with providing child care for children 0-2 years of age, made the entire program "family friendly".

This chapter will describe the strategy used to adapt the packaged programs, the implementation of the program and the results of the trial run of the project.

Action Taken

The goal of the practicum project was to adapt a packaged parent education program that could be utilized by entire families in rural areas.

After identifying the *Nurturing Program* developed by Stephen J. Bavolek, Ph. D. and Juliana Dellinger Bavolek, Ph.D., as the program to be adapted, I then reviewed the program to determine what must be modified in order to best meet the needs of the families. To do this, I had to know the make-up of the families registered for the program. This information had already been compiled as a result of pre-registration which had taken place four weeks prior to the implementation of the program.

A total of six families had pre-registered for the program, for a total of twenty-two participants. The participants were divided into five different groups according to age. These groups were the parent, adolescents, ages 6-12, ages 3-5 and infants. Child care was provided to children ages 0-2. It had been planned that the child care would be on site, however, with only one child in need of child care, the care, as agreed to by the parent, was provided in the child's home by a staff member. Each group was assigned a facilitator with the exception of the adult group which was led by two facilitators.

The program curriculum for all three of the *Nurturing Program* are designed around the same four main constructs (as outlined in chapter 4), therefore making the adaption of combining all three programs less of a

task. Since the program was funded by a grant, the entire project was centered around the outlined curriculum of the *Nurturing Program ages 4-12*. This was not a problem since each individual program follows approximately the same outline. The three groups of children followed the outlines of the *Nurturing Program* designed for the appropriate age. The adults however, would begin each session with the material designed for the 4-14 age group and after the snack period would switch to the material designed for the adolescents. This was not a difficult task since the topic of each weekly session was the same. (The sequence of each topic was not identical, so it was necessary to skip around in the adolescent handbook to stay on topic).

The implementation period for the project was to take place in a ten week period, but due to the program being financed by a grant, the program was scheduled for a fifteen week period. The trial run of the program began in late February and was planned to continue for fifteen weeks, one evening each week for two and one-half hours. However, the implementation period was shortened to twelve weeks at the request of the participants. It was determined that it would be better to shorten the program, than to risk the participants dropping out of the program early.

The participants determined which session information they were willing to forgo in order to decrease the number of sessions.

The program was advertised by making brochures available to each of the six schools in the county, Head Start, Public Health, Day Cares and the WIC Coordinator. There are two newspapers published in the county and each agreed to run an announcement regarding the program, free of charge. Information was also provided to the area Child Protection Team, as well as the Juvenile Supervisor and the Juvenile Referee.

Sessions were held in the county courthouse and snacks were provided halfway through the evening program. The program had five families pre-registered, but on the first night of the program, six families arrived. This did not pose a problem since there were extra handbooks. One family moved out of the area after the second session and another chose not to continue after seven sessions due to an illness/death in the family. One father was asked not to return after four sessions due to a court order denying access to one of the children.

The families which participated were two parent families, single parent families and single parent families with a paramour. After the

The families which participated were two parent families, single parent families and single parent families with a paramour. After the initial ice breaker, everyone seemed comfortable and did not hesitate to participate. An overview of the 12 week program is provided below in Table 1 with a detailed discussion to follow.

Table 1-Content of the 12 week *Nurturing Program*

Week 1	Orientation: Completed forms which included the AAPI/Form A (Appendix C), the Parenting Quiz (Appendix G) and the Session Questionnaire (Appendix B)
Week 2	Praise for Being and Doing: Session Questionnaire (Appendix B)
Week 3	Rewards and Punishments/Time-out: Session Questionnaire (Appendix B)
Week 4	Needs, Behaviors and Self-Esteem: Session Questionnaire (Appendix B)
Week 5	Handling Stress: Session Questionnaire (Appendix B), Questionnaires to Area Professionals (Appendix E)
Week 6	I Statements, You Messages and Criticism and Confrontation: Session Questionnaire (Appendix B)

Week 9	Problem Solving, Decision Making and Negotiating: Session Questionnaire (Appendix B)
Week 10	Problem Solving, Decision Making and Negotiating Week 2: Session Questionnaire (Appendix B)
Week 11	Improving Specific Self-Esteem and Self-Concept: Session Questionnaire (Appendix B)
Week 12	Assessing Parenting Strengths: Summary and the Completion of the AAPI/Form B (Appendix D) and Parenting Quiz (Appendix G)

The first session consisted of introduction, describing and explaining the program and its concepts. The necessary forms were completed and the night ended with a group hug for those who chose to participate.

Each session thereafter began with an ice breaker and continued with a review of the previous weeks lesson. A video presentation was held next, with a review of the current lesson, followed by discussion. All groups would then break for snacks, followed by a period of song in which everyone participated. The adolescents made a fuss about singing "kids

songs", but all were good sports. After the snack, the younger groups would go back to their classrooms and the adolescent group would join the parents for a video presentation and discussion.

The twelfth session reviewed the entire program and participants reviewed a video on alternatives to spanking (which had been backordered). The snack consisted of pot luck snacks that were provided by everyone. The second half of the session was utilized to complete the post-test and parenting quiz.

Sessions seven and eight were not held due to participants not showing up. It was determined by conversations with the families on the ninth week that the weather had been so cold for so long and after finally warming up, everyone felt like being out of doors rather than attending class.

Results

The results provided in this section will be provided for two separate areas. The first area will depict the results in association with the objectives for the practicum project. The second area will describe the results of the *Nurturing Program*, what the participants thought of the program and how they did on the Pre-Test/Post-Test (Appendix C and D)

as well as the Parenting Quiz (Appendix G).

Practicum Objectives

Objective #1: To identify and adapt a suitable packaged parent education program.

This objective was met by identifying the *Nurturing Program* as the packaged parent education program best suited for the project. The reason this particular program was chosen was because of the four main constructs that each individual program is designed around. Because of this, I was able to take three separate programs and combine them into one program that included the entire family. Necessary adaptations were completed by reviewing each program individually and arranging the information so that everyone was studying the same subject at each weekly session.

Child care was provided to those who needed it and funds for transportation were allotted to the families who needed the assistance in order to participate. The transportation funds were announced at the first session and given to anyone who requested them.

Objective #2: To complete a trial run of the program and to assess the suitability of the program.

The trial run of the program began on February 26, 1996 and ran for 12 weeks, ending on May 13, 1996. At the first session the Pre-test questionnaire (Appendix C) and Parenting Quiz (Appendix G) were completed by the adult and adolescent participants and the Post-test (Appendix D) and Parenting Quiz (Appendix G) were completed at the last session. The results of the Pre-test/Post-test will be provided in the following section. A copy of the score sheet for Appendix C and D can be seen in Appendix F. Weekly questionnaires (Appendix B) were provided to the participants to determine if the information was useful to the participant and if the information would give them a new approach to parenting. The results of the questionnaires are provided below in Table 2.

Table 2-Weekly Evaluation of the Parent Education Program

Week	# of Questionnaires Given/Turned In	Total responses Question 1					Total responses Question 2				
		1	2	3	4	5	1	2	3	4	5
1	21/6	0	0	3	3	0	0	0	5	0	1
2	15/9	0	0	2	7	0	0	1	2	6	0
3	19/12	0	0	1	7	4	0	0	2	8	2
4	17/13	0	0	3	7	3	0	0	2	9	2
5	9/7	2	0	1	3	1	2	0	2	2	1
6	12/6	0	0	1	4	1	0	0	2	3	1
7	No class due to no one showing										
8	No class due to no one showing										
9	11/9	0	1	0	5	3	0	1	1	5	2
10	8/6	0	0	1	3	2	0	0	1	4	1
11	6/5	0	0	0	3	2	0	0	1	3	1
12	10/8	0	0	0	3	5	0	0	0	4	4

During week six of the project/program a questionnaire (Appendix E) was provided to ten area professionals and their responses can be seen in Table 3.

Table 3-Area Professional Questionnaire (10 questionnaires returned)

Responses to Question 1					Question 2					Question 3					Question 4				
1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
0	0	0	0	10	0	0	0	0	10	0	0	4	5	1	0	0	0	8	2

Objective 3: To increase parents knowledge of parenting skills.

A parent education program was provided with a pre-test/post-test research design being used to measure the amount of knowledge gained during the program. The results depict the scores of those who completed the course. There were nine adult/adolescents who began and completed the twelve week course. The results of the pre-test/post-test is detailed in Table 4 and Table 5.

Table 4- AAPI Form A and B (Appendix C and D) Results

Participant #	Results of Form A/Form B
Construct A (Inappropriate Expectations)	
1	28/21
2	17/19
3	24/20
4	25/19
5	24/23
6	20/18
7	26/20
8	27/28
9	22/22
Construct B (Empathy)	
1	33/32
2	24/25
3	28/32
4	23/24
5	24/29
6	28/25
7	24/24
8	36/39
9	34/32
Construct C (Corporal Punishment)	
1	37/30
2	32/28
3	32/38
4	33/34
5	43/40
6	38/32
7	35/35
8	43/45
9	34/40

Construct D (Role Reversal)

1	34/30
2	23/21
3	22/25
4	27/29
5	14/18
6	28/21
7	24/32
8	38/39
9	22/31

Table 5-Parenting Quiz (Appendix G) Results

Pre-Test Score	Post-Test Score	Gain Score
1	20	+2
23	22	-1
13	22	+9
10	17	+7
9	14	+5
8	19	+11
10	12	+2
7	14	+7
11	13	+2
Totals-109	153	+44

Objective 4: To prepare the adapted program for ongoing use after the trial run.

The results of the questionnaires can be seen in Table 4 and Table 5, however, the participants were asked to make comments on the forms as to if they thought the program was beneficial and if they would recommend it to

be provided in the future. The response to those questions were very positive. Therefore, it is planned to run another session of the adapted *Nurturing Program* in the fall of 1996.

Other Results

The five facilitators involved in providing the program felt the program was a success and felt it would be beneficial to provide the program on an ongoing basis.

Chapter 6

Conclusions: Implications and Recommendations

Implications

The intent of the practicum project was to adapt a prepackaged parent education program to be used in rural areas to serve the entire family. The result of the practicum was an educational program for the entire family. I as well as the other four facilitators, enjoyed presenting the program, but did agree with the families when they asked to cut the program length by three weeks. It was difficult to attend and concentrate on both presenting and participating when the weather turned nice, after such a long cold winter and a late spring. The program began with six families consisting of twenty participants and ended twelve weeks later with three families and eleven participants. Two of the families gave reasons for discontinuing the program and one family just quit coming.

It was felt that the scores of the pre-test (AAPI-Form A) and the post-test (AAPI-Form B) were somewhat misleading, especially when compared to the scores of the Parenting Quiz (Appendix G). After calculating the scores of the AAPI Tests, many of the scores went down, giving the impression the participants did not learn from the twelve week session. However, when

viewing the scores of the Parenting Quiz, there was a gain of forty-four points after retaking the Quiz. It is my opinion that the participants did not carefully read the AAPI Form B and the author of the Quiz restructured some of the sentences adding not, never, etc. giving the sentences a different form.

Recommendations

It is the recommendation of the author of this paper, as well as the program facilitators and the trial run participants, that the adapted course was beneficial to rural families, especially since the program was designed to include the entire family. It is recommended that the adapted course be provided in the county at least once a year and if possible, twice a year.

The adaptations that would be recommended for further change would be the length of the program and the evaluation forms. It is planned to run another session of the adapted parenting program beginning in August, 1996 and running for twelve weeks. Howevern a two week break will be added to the program after week six. It was felt that this may give everyone a small break during the long sessions. The course would then end in late November, before the holiday season gets underway and the cold weather of December through February comes upon us.

It is also recommended, and will be adapted accordingly, that when using the AAPI as a pre-test/post-test, the Form A (Appendix C) will be given at the beginning and the end, instead of using Form B (Appendix D) which has the wording changed. It is felt that the results will be less misleading if this is done.

Conclusions

In summary, the results of the program met the objectives laid out in the proposal report. A packaged parent education program was adapted and a trial run of the program proved to be beneficial to participants and their knowledge regarding parenting increased as a result of the program.

The adapting of a packaged program to meet the needs of families in rural areas proved benefical, especially because the adapted program included the entire family. This is important in rural areas because it allows an activity in which an entire family can participate. It also allows for a broader audience, .herefore increasing the number of participants.

Overall, the results indicate the program was a success and accomplished what was intended. A second run of the program has already been set up and the author of this report is in the process of writing a grant to

fund the program into 1997.

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APPENDIX A

NEEDS ASSESSMENT QUESTIONNAIRE

PARENTING CLASSES

I am completing a needs assessment regarding the need for parenting classes in McHenry County.

1. Do you feel there is a need in McHenry County for parenting classes? Yes or No. What indications have you seen or are aware of that makes you feel there is a need for parenting classes?

2. Are you aware of any parenting programs currently available in McHenry County?

3. What type of incentives, if any, do you feel could be provided to the participants to gain or maintain participation in the program?

APPENDIX B

SESSION QUESTIONNAIRE

Weekly Evaluation for the Parent Education Program

DIRECTIONS: Decide for yourself if you: (1) STRONGLY DISAGREE, (2) DISAGREE, (3) NEUTRAL, (4) AGREE, or (5) STRONGLY AGREE with the statements listed below and then circle the appropriate number.

---

1. The information learned tonight has been or will be useful to me.	1	2	3	4	5
2. The information learned tonight will give me a new approach to parenting.	1	2	3	4	5

APPENDIX C

PRE-TEST QUESTIONNAIRE

Family
Development
Resources,
Inc.

Publishing, Training,
and Consulting

The Nurturing Programs®

President and CEO
Stephen J. Bavolek, Ph.D.

Director of Finance
Cinthia I. Carollo

Director of Marketing
and Business Development
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Director of Outreach
and Certification
Joan-marie Dellinger

Director of Training
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Customer Service Coordinator
Michelle Kofford

Crianza con Cariño
Fran Kaplan, M.S.W.
International Trainer/Consultant

Infant Massage
Juliana Dellinger Bavolek, M.S.E.
Instructor Trainer, I.A.I.M.

February 21, 1996

Laura Gotvaslee
RR1 Box 122
Granville, ND 58741-9661

Dear Laura,

Let this serve as permission to use the AAPI as a measurement tool in your graduate proposal. Please include all appropriate author credit.

Sincerely,

Wendy L. Nelson
Program Coordinator

/wln

BEST COPY AVAILABLE

3160 Pinebrook Road
Park City, Utah 84060
(801) 649-5822
FAX (801) 649-9599

Adult-Adolescent Parenting Inventory
AAPI

Form A

Stephen J. Bavolek, Ph.D.

Name: _____ **Age:** _____ years

Sex: (Circle one) Male Female

Race: (Circle one) White Black Hispanic Asian Oriental American Indian

Other: _____

If Appropriate: School Name: _____ Grade Level: _____

INSTRUCTIONS: There are 32 statements in this booklet. They are statements about parenting and raising children. You decide the degree to which you agree or disagree with each statement by circling one of the responses.

STRONGLY AGREE – Circle **SA** if you strongly support the statement, or feel the statement is true most or all the time.

AGREE – Circle **A** if you support the statement, or feel this statement is true some of the time.

STRONGLY DISAGREE – Circle **SD** if you feel strongly against the statement or feel the statement is not true most or all the time.

DISAGREE – Circle **D** if you feel you cannot support the statement or that the statement is not true some of the time.

UNCERTAIN – Circle **U** only when it is impossible to decide on one of the other choices.

When you are told to turn the page, begin with Number 1 and go on until you finish all the statements. In answering them, please keep these four points in mind:

1. Respond to the statements truthfully. There is no advantage in giving an untrue response because you think it is the right thing to say. There really is no right or wrong answer – only your opinion.
2. Respond to the statements as quickly as you can. Give the first natural response that comes to mind.
3. Circle only one response for each statement.
4. Although some statements may seem much like others, no two statements are exactly alike. Make sure you respond to every statement.

If there is anything you don't understand, please ask your questions now. If you come across a word you don't know while responding to a statement, ask the examiner for help.

When you finish, please feel free to write any comments you have on the back page.

Turn the Page and Begin

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3160 Pinebrook RD, Park City, UT 84060

AATA

Permission was granted by the Family Development Resources, Inc. for the use of the AAPI.

Form A

	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
1. Young children should be expected to comfort their mother when she is feeling blue.	SA	A	U	D	SD
2. Parents should teach their children right from wrong by sometimes using physical punishment.	SA	A	U	D	SD
3. Children should be the main source of comfort and care for their parents.	SA	A	U	D	SD
4. Young children should be expected to hug their mother when she is sad.	SA	A	U	D	SD
5. Parents will spoil their children by picking them up and comforting them when they cry.	SA	A	U	D	SD
6. Children should be expected to verbally express themselves before the age of one year.	SA	A	U	D	SD
7. A good child will comfort both of his/her parents after the parents have argued.	SA	A	U	D	SD
8. Children learn good behavior through the use of physical punishment.	SA	A	U	D	SD
9. Children develop good, strong characters through very strict discipline.	SA	A	U	D	SD
10. Parents should expect their children who are under three years to begin taking care of themselves.	SA	A	U	D	SD
11. Young children should be aware of ways to comfort their parents after a hard day's work.	SA	A	U	D	SD
12. Parents should slap their child when s/he has done something wrong.	SA	A	U	D	SD
13. Children should always be spanked when they misbehave.	SA	A	U	D	SD
14. Young children should be responsible for much of the happiness of their parents.	SA	A	U	D	SD
15. Parents have a responsibility to spank their children when they misbehave.	SA	A	U	D	SD

Please go to next page.

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Form A

	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
16. Parents should expect their children to feed themselves by twelve months.	SA	A	U	D	SD
17. Parents should expect their children to grow physically at about the same rate.	SA	A	U	D	SD
18. Young children who feel secure often grow up expecting too much.	SA	A	U	D	SD
19. Children should always "pay the price" for misbehaving.	SA	A	U	D	SD
20. Children under three years should be expected to feed, bathe, and clothe themselves.	SA	A	U	D	SD
21. Parents who are sensitive to their children's feelings and moods often spoil their children.	SA	A	U	D	SD
22. Children deserve more discipline than they get.	SA	A	U	D	SD
23. Children whose needs are left unattended will often grow up to be more independent.	SA	A	U	D	SD
24. Parents who encourage communication with their children only end up listening to complaints.	SA	A	U	D	SD
25. Children are more likely to learn appropriate behavior when they are spanked for misbehaving.	SA	A	U	D	SD
26. Children will quit crying faster if they are ignored.	SA	A	U	D	SD
27. Children five months of age ought to be capable of sensing what their parents expect.	SA	A	U	D	SD
28. Children who are given too much love by their parents often grow up to be stubborn and spoiled.	SA	A	U	D	SD
29. Children should be forced to respect parental authority.	SA	A	U	D	SD
30. Young children should try to make their parent's life more pleasurable.	SA	A	U	D	SD
31. Young children who are hugged and kissed usually grow up to be "sissies."	SA	A	U	D	SD
32. Young children should be expected to comfort their father when he is upset.	SA	A	U	D	SD

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APPENDIX D

POST-TEST QUESTIONNAIRE

Adult-Adolescent Parenting Inventory
AAPI

Form B

Stephen J. Bavolek, Ph.D.

Name: _____ **Age:** _____ years

Sex: (Circle one) Male Female

Race: (Circle one) White Black Hispanic Asian Oriental American Indian

Other: _____

If Appropriate: School Name: _____ Grade Level: _____

INSTRUCTIONS: There are 32 statements in this booklet. They are statements about parenting and raising children. You decide the degree to which you agree or disagree with each statement by circling one of the responses.

STRONGLY AGREE – Circle **SA** if you strongly support the statement, or feel the statement is true most or all the time.

AGREE – Circle **A** if you support the statement, or feel this statement is true some of the time.

STRONGLY DISAGREE – Circle **SD** if you feel strongly against the statement or feel the statement is not true most or all the time.

DISAGREE – Circle **D** if you feel you cannot support the statement or that the statement is not true some of the time.

UNCERTAIN – Circle **U** only when it is impossible to decide on one of the other choices.

When you are told to turn the page, begin with Number 1 and go on until you finish all the statements. In answering them, please keep these four points in mind:

1. Respond to the statements truthfully. There is no advantage in giving an untrue response because you think it is the right thing to say. There really is no right or wrong answer – only your opinion.
2. Respond to the statements as quickly as you can. Give the first natural response that comes to mind.
3. Circle only one response for each statement.
4. Although some statements may seem much like others, no two statements are exactly alike. Make sure you respond to every statement.

If there is anything you don't understand, please ask your questions now. If you come across a word you don't know while responding to a statement, ask the examiner for help.

When you finish, please feel free to write any comments you have on the back page.

Turn the Page and Begin

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AATB

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Form B

	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
1. Young children should be expected to comfort their mother when she is feeling blue.	SA	A	U	D	SD
2. Parents should never use physical punishment to teach their children right from wrong.	SA	A	U	D	SD
3. Children should not be the main source of comfort and care for their parents.	SA	A	U	D	SD
4. Young children should be expected to hug their mother when she is sad.	SA	A	U	D	SD
5. Parents will spoil their children by picking them up and comforting them when they cry.	SA	A	U	D	SD
6. Children should not be expected to talk before the age of one year.	SA	A	U	D	SD
7. A good child will comfort both of his/her parents after the parents have argued.	SA	A	U	D	SD
8. Children seldom learn good behavior through the use of physical punishment.	SA	A	U	D	SD
9. Children develop good, strong characters through very strict discipline.	SA	A	U	D	SD
10. Children under three years should not be expected to take care of themselves.	SA	A	U	D	SD
11. Young children should be aware of ways to comfort their parents after a hard day's work.	SA	A	U	D	SD
12. Parents should never slap their child wnen s/he has done something wrong.	SA	A	U	D	SD
13. Children should always be spanked when they misbehave.	SA	A	U	D	SD
14. Young children should not be responsible for the happiness of their parents.	SA	A	U	D	SD
15. Parents have a responsibility to spank their children when they misbehave.	SA	A	U	D	SD

Please go to next page.

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Form B

	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
16. Parents should expect their children to feed themselves by twelve months.	SA	A	U	D	SD
17. Parents should expect their children to grow physically at about the same rate.	SA	A	U	D	SD
18. Young children who feel secure often grow up expecting too much.	SA	A	U	D	SD
19. Children should always "pay the price" for misbehaving.	SA	A	U	D	SD
20. Children under three years should not be expected to feed, bathe, and clothe themselves.	SA	A	U	D	SD
21. Parents who are sensitive to their children's feelings and moods often spoil their children.	SA	A	U	D	SD
22. Children often deserve more discipline than they get.	SA	A	U	D	SD
23. Children whose needs are left unattended will often grow up to be more independent.	SA	A	U	D	SD
24. Parents who encourage communication with their children only end up listening to complaints.	SA	A	U	D	SD
25. Children are more likely to learn appropriate behavior when they are spanked for misbehaving.	SA	A	U	D	SD
26. Children will quit crying faster if they are ignored.	SA	A	U	D	SD
27. Children five months of age are seldom capable of sensing what their parents expect.	SA	A	U	D	SD
28. Children who are given too much love by their parents often grow up to be stubborn and spoiled.	SA	A	U	D	SD
29. Children should never be forced to respect parental authority.	SA	A	U	D	SD
30. Young children should try to make their parent's life more pleasurable.	SA	A	U	D	SD
31. Young children who are hugged and kissed usually grow up to be "sissies."	SA	A	U	D	SD
32. Young children should not be expected to comfort their father when he is upset.	SA	A	U	D	SD

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APPENDIX E

AREA PROFESSIONAL QUESTIONNAIRE

Area Professional Questionnaire

DIRECTIONS: Decide for yourself if you: (1) STRONGLY DISAGREE, (2) DISAGREE, (3) NEUTRAL, (4) AGREE, or (5) STRONGLY AGREE with the statements listed below and then circle the appropriate number.

---

1. The contents of the parent education program is suitable for area families.	1	2	3	4	5
2. The contents of the parent education program will increase parent knowledge.	1	2	3	4	5
3. Parents who are participating in the parent education program are utilizing more appropriate child management techniques.	1	2	3	4	5
4. The adaption of the parent education program makes it possible for parents to attend.	1	2	3	4	5

APPENDIX F

AAPI SCORE SHEET

AAPI Profile Worksheet

Form A or B

Name:_____ Age:_____ yrs. Sex:_____ Race:_____

Date: Pretest_____ Posttest_____

School/Agency:_____ Grade:_____ City:_____

CONSTRUCT A Inappropriate Expectations		CONSTRUCT B Empathy		CONSTRUCT C Corporal Punishment		CONSTRUCT D Role Reversal	
Item	Raw Score	Item	Raw Score	Item	Raw Score	Item	Raw Score
6		5		2		1	
10		18		8		3	
16		21		9		4	
17		23		12		7	
20		24		13		11	
27		26		15		14	
		28		19		30	
		31		22		32	
				25			
				29			
TOTAL RAW SCORE							

Refer to Norm Tables in the Test Handbook to establish Standard Scores.
Use either the Adolescent Norms (12 to 19 years) or Adult Norms (20 + years).

STANDARD SCORES

Abused Adolescent			
Non-abused Adolescent			
Abusive Adult			
Non-abusive Adult			

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AAPW

AAPI Parenting Profile

Form A or B

Parenting Profile for (circle one): • Abusive Adults • Non-Abusive Adults • Abused Adolescents • Non-Abused Adolescents

Name:_____ Age:_____ yrs. Sex:_____ Race:_____

Date: Pretest_____ Posttest_____

School/Agency:_____ Grade:_____ City:_____

PARENTING CONSTRUCT	RAW SCORE		STANDARD SCORE		LOW SCORE DESCRIPTION	STANDARD TEN SCORE (STEN) AVERAGE 1 2 3 4 5 6 7 8 9 10	HIGH SCORE DESCRIPTION
	FORM A	FORM B	FORM A	FORM B			
A					INAPPROPRIATE EXPECTATIONS Expectations exceed developmental capabilities of children. Lacks understanding of normal child growth and development. Self-concept as a parent is weak and easily threatened. Tends to be demanding and controlling.	• • • • •A• • • • •	APPROPRIATE EXPECTATIONS Understands child growth and development. Children are allowed to exhibit normal developmental behaviors. Self-concept as a caregiver and provider is positive. Tends to be supportive of children.
B					LACKS EMPATHY Fears spoiling children. Children's normal developmental needs not understood or valued. Children must act right and be good. Lacks nurturing skills. May be unable to handle parenting stresses.	• • • • •B• • • • •	APPROPRIATE EMPATHY Understands and values children's needs. Children are allowed to display normal developmental behaviors. Nurtures children and encourages positive growth. Communicates with children. Recognizes feelings of children.
C					STRONG BELIEF IN VALUE OF CORPORAL PUNISHMENT Hitting, spanking, slapping children is appropriate and required. Lacks knowledge of alternatives to corporal punishment. Lacks ability to use alternatives to corporal punishment. Strong disciplinarian, rigid. Tend to be controlling, authoritarian.	• • • • •C• • • • •	VALUE ALTERNATIVES TO CORPORAL PUNISHMENT Understands alternatives to physical force. Utilizes alternatives to corporal punishment. Tends to be democratic in rule making. Rules for family, not just for children. Tends to have respect for children and their needs. Values mutual parent-child relationship.
D					REVERSES FAMILY ROLES Tends to use children to meet self-needs. Children perceived as objects for adult gratification. Tends to treat children as confidant, peer. Expects children to make life better by providing love, assurance comfort. Tends to exhibit low self-esteem, poor self-awareness, poor social life.	• • • • •D• • • • •	APPROPRIATE FAMILY ROLES Tends to have needs met appropriately. Finds comfort, support, companionship from peers. Children are allowed to express developmental needs. Takes ownership of behavior. Tends to feel worthwhile as a person, good awareness of self.

A sten of	1	2	3	4	5	6	7	8	9	10	is obtained
	Percentage										
by about	2.3	4.4	9.2	15.0	19.1	19.1	15.0	9.2	4.4	2.3	of population

Examiner: _____

Comments:

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AAPW

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APPENDIX G

PARENTING QUIZ

Family
Development
Resources,
Inc.

Publishing, Training,
and Consulting
The Nurturing Program®

President and CEO
Stephen J. Bavolek, Ph.D.

Director of Finance
Cinthia I. Carollo

Director of Marketing
and Business Development
Robert B. Schramm

Director of Outreach
and Certification
Joan-marie Dellinger

Director of Training
Kathryn A. Dravage, M.S.

Customer Service Coordinator
Michelle Kofford

Crianza con Cariño
Fran Kaplan, M.S.W.
International Trainer/Consultant

Infant Massage
Juliana Dellinger Bavolek, M.S.E.
Instructor Trainer, I.A.I.M.

June 10, 1996

Dear Ms. Gotvaslee,

Thank you for your interest in the Nurturing Program®. The Nurturing Quiz is a copyright tool from the 4-12 program.

Permission is granted to use the Nurturing Quiz as a reference in your report. Please reference Family Development Resources and properly credit the test. This test may not be reproduced, or used for commercial purposes.

If you have any questions please call me at 801-649-5822.

Respectfully,

Robert B. Schramm

Robert B. Schramm
Director of Marketing and Business Development

3160 Pinebrook Road
Park City, Utah 84060
(801) 649-5822
FAX (801) 649-9599

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Nurturing Program
For Parents and Children 4-12 Years

Nurturing Quiz

Name: _____ Date: _____

Circle the response you feel best completes the statement. There is only one.

1. **Behavior management is a general term used to describe:**
   a. Techniques to help children learn desirable behaviors.
   b. A way to get children to behave perfectly.
   c. A way of punishing children.
   d. A way to help parents control the feelings of their children.
   e. I'm not sure.

2. **Which of the following statements best defines the concept of discipline?**
   a. Spanking children.
   b. Rewarding children.
   c. Ignoring children.
   d. Establishing family rules.
   e. I'm not sure.

3. **How does punishment differ from discipline?**
   a. Punishment is establishing rules for a child; discipline is what a child receives after breaking the rules.
   b. Discipline is establishing rules for a child; punishment is what a child receives after breaking the rules.
   c. They don't differ--they're the same.
   d. Punishment is what a child gets for following the rules. There is no discipline.
   e. I'm not sure.

4. **Which of the following statements is the correct way to praise a child?**
   a. Sally, you washed the dishes. What a great kid you are.
   b. You washed the dishes, but I only wish you could have put them away.
   c. You sure did a great job in washing those dirty dishes.
   d. Washing dishes is a tough job. Mommy really loves you.
   e. I'm not sure.

5. **Parents should praise themselves in front of their children when the parents do something good.**
   a. True
   b. False
   c. I'm not sure.

6. **Family rules are rules mainly for:**
   a. Parents
   b. Grandparents
   c. Children
   d. All family members

7. **Spanking is a good way to let children know you are angry.**
   a. True
   b. False
   c. I'm not sure.

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8. **Personal power is:**
   a. How physically strong we are.
   b. Forcing children to behave.
   c. How emotionally strong we are to meet our needs.
   d. A way to punish children.
   e. I'm not sure.

9. **Telling your child he or she has to sit in a chair for three minutes is an example of which behavior management technique?**
   a. Time-out
   b. Ignoring
   c. Isolation
   d. Discipline
   e. I'm not sure.

10. **Which of the following is a necessary step for using time-out?**
   a. Make sure the child knows what time-out is.
   b. Establish rules that will warrant a time-out.
   c. Pick a time-out place.
   d. Establish beforehand how long the time-out will last.
   e. All of the above are necessary steps.
   f. I'm not sure.

11. **If you tell a child to take a time-out and he or she refuses to go:**
   a. Drag the child to the chair.
   b. Tell the child you don't love him anymore.
   c. Give the child choices and consequences.
   d. Give up this time. Try again later.
   e. I'm not sure.

12. **Children should be told the amount of time they have to spend in time-out.**
   a. True
   b. False
   c. I'm not sure.

13. **Making appropriate expectations of children helps them:**
   a. To feel good about themselves.
   b. To do what they're suppose to.
   c. To quit making mistakes.
   d. To quit getting into trouble.
   e. I'm not sure.

14. **Choices and consequences is a behavior management techniques used to help children learn:**
   a. Self-control.
   b. To make wise choices.
   c. To accept responsibilities.
   d. All of the above.
   e. I'm not sure.

15. **How are natural and logical consequences different?**
   a. Natural consequences are planned; logical consequences happen without planning.
   b. Natural consequences happen without planning; logical consequences are planned.
   c. Natural consequences happen only to children; logical consequences happen only to parents.
   d. There really is no difference between natural and logical consequences.
   e. I'm not sure.

16. **Which of the following is never a good consequence for misbehavior?**
   a. Physical threats.
   b. Loss of privileges.
   c. Time-out.
   d. Having to pay back or replace a broken object.
   e. I'm not sure.

17. **It's important to understand the appropriate use of "I statements" and "You messages" because:**

    a. You have to determine who's fault it is to solve the problem.

    b. Children don't deserve being the center of attention.

    c. Children have to feel guilty at times.

    d. Communication will reduce power struggles between you and your children.

    e. I'm not sure.

18. **One way I can reduce my stress is to:**

    a. Drink and forget things.

    b. Improve my communication skills.

    c. Be in control of my family.

    d. Stay busy.

    e. I'm not sure.

19. **When using ignoring as a behavior management technique, it is a good idea to:**

    a. Let the child know you are ignoring him.

    b. Tell the child if he doesn't stop that temper tantrum in one minute he will be spanked.

    c. Ignore the behavior for as long as it lasts.

    d. Watch the child misbehave.

    e. I'm not sure.

20. **The goal of ignoring as a behavior management technique is to ignore the behavior and not the child.**

    a. True

    b. False

    c. I'm not sure.

21. **All behavior occurs for a purpose and has a payoff.**

    a. True

    b. False

    c. I'm not sure.

22. **The best way to help children understand their feelings is to:**

    a. Listen quietly and attentively.

    b. Respect the child's feelings.

    c. Encourage the child to talk.

    d. All of the above.

    e. I'm not sure.

23. **Criticism tells a person he or she is unacceptable and worthless as a person. Confrontation tells a person what he or she did was unacceptable.**

    a. True

    b. False

    c. I'm not sure.

24. **Which of the following steps is not important in solving a behavior problem?**

    a. Identify the problem.

    b. Determine who owns the behavior.

    c. Identify what you want to see instead.

    d. Tell the child what to do.

    e. I'm not sure.

25. **How well do you use the following behavior management techniques:**

	Not Good		So-So		Very Good
a. Ignoring	1	2	3	4	5
b. Time-out	1	2	3	4	5
c. Praise	1	2	3	4	5
d. Redirection	1	2	3	4	5
e. Choices and Consequences	1	2	3	4	5